

Clee Hill Community Academy: PSHE policy

Policy reviewed : March 2023

Review Date: March 2026

Aims

At Clee Hill Community Academy we value the personal development of all our pupils and aim to equip them with the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in modern Britain. Our personal, social and health education (PSHE) programme of study covers key areas to support our pupils in making informed choices around their health, safety, wellbeing, relationships and financial matters as well as making a positive contribution to society in their future.

Our PSHE programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

Our pupils learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of lifelong learning. Our programme of study is an integral part of the school curriculum and has a whole-school approach to help them develop the qualities and attributes they need to thrive as individuals, family members and members of society.





PSHE aims to help our pupils:

- build their confidence, resilience and self-esteem
- identify and manage risk
- make informed choices and understand what influences their decisions
- recognise, accept and shape their identities
- understand and accommodate difference and change
- manage emotions and communicate constructively
- develop essential skills for future employability
- better enjoy and manage their lives
- explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs, rights and responsibilities
- provide the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Whilst PSHE has discrete, timetabled sessions within each year group, we value the opportunities for links across the curriculum such as within Science, RE, P.E and Computing. Our programme is woven in across the curriculum. At Clee Hill school we provide a rich and varied curriculum with a range of enrichment and theme days. These also often link to our PSHE objectives, for instance Careers week within Class Five. PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time/ circle time
- Pro-active sessions that build learning on current issues
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and whole school events
- Pastoral care and guidance
- Visiting speakers Strategies
- Worry boxes within every class with dedicated time to discuss issues raised

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools. The DfE however states in section 2.5 of the national curriculum framework that '*All schools should make provision for personal, social, health and economic education (PSHE), drawing good practice.*'

The school acknowledges that it is required to actively promote British values (democracy; rule of law; individual liberty; mutual respect and tolerance). We believe that our PSHE and Religious Education policies and practice do this comprehensively. Together these provisions create the Spiritual, Moral, Social and Cultural Education (SMSC) in our school.

Framework

Our school has decided to adopt the programme of study developed by the PSHE Association.

This is spiral curriculum which takes a thematic approach based on three core themes within which there is a broad overlap and flexibility. This is a progressive programme where the themes are revisited each year to allow children to build on prior learning.

1. Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Recognising hurtful behaviour and how to respond including online.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help
- Know how to respect equality and diversity in relationships.

2. Living in the wider world

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.
- Know how to use the internet safely as well as knowing about different media types and their impact
- Valuing diversity, challenging discrimination and stereotypes

3. Health and wellbeing

- Know and understand what constitutes a healthy lifestyle including food, exercise, dental care, water, fire and sun safety as well as healthy sleep habits and drug awareness.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues in different environments, including how to respond in an emergency.

- Know how to manage change, including puberty, transition and loss.
- Recognise how to keep personal information safe online

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others; needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognizing hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job types; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognizing risks online	Respecting differences and similarities; discussing differences sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognizing prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognizing individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills. PSHE education needs to 'start from where

pupils are'. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume.

Where possible, any new topic in PSHE education should start by enabling pupils to share this prior knowledge with us. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

Where possible, children's questions will be answered honestly and openly with consideration of their prior learning or readiness. Children should feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers should feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.') Teachers answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer.

Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events, or involvement in an activity to help other individuals or groups less fortunate than themselves.

Classes are organised in such a way that children are able to participate in an open friendly forum where agreed classroom rules of behaviour have been established. The children have a School Council where two children from each class are elected to represent the class's views.

Reading in PSHE

At Clee Hill Community Academy, we encourage reading in all curriculum areas and review potential reading activities in all PSHE lessons. The majority of PSHE lessons rely on reflection and discussion however topic areas often include elements of reading within the lesson. Key text books, such as Badger's Passing Gifts when looking at bereavement or the Hungry Caterpillar when reviewing healthy eating are an integral part of the PSHE scheme.

Floor Books

The work and contributions of all our pupils is valued. Our PSHE sessions involve class discussions, group work, visiting speakers and exploring themes through stories as well as written or pictorially recorded work. Using whole class floor books rather than individual books allows us to gather evidence from this range of approaches and reflects the collaborative nature of our PSHE sessions.

Equal Opportunities

All children (irrespective of disability, educational needs, race, nationality, ethnic or national origin, religion or sexual orientation or whether they are looked after children) have the opportunity to take part in our PSHE programme. Teachers will start with children's prior learning and experiences.

Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written

work may not always be appropriate and staff will use their professional judgment in this.

Other Policy links:

Equality Plan; Anti-Bullying Policy; Behaviour Policy; Child Protection Policy; RSE policy, Exploring spirituality Policy

The school will review this policy every three years assess its implementation and effectiveness regularly.